

4-02-3,4;7-2

Cooperation Squares

Grade Level	Fourth
Minimum Time Required	30 – 35 Minutes
Materials/Resources	One set of 15 pieces of Cooperation Squares for each group of 4 or 5 students, and a group cooperation checklist for each student. (The Cooperation Squares should be prepared in advance.)
Subject Area(s)	Guidance

Project Description:

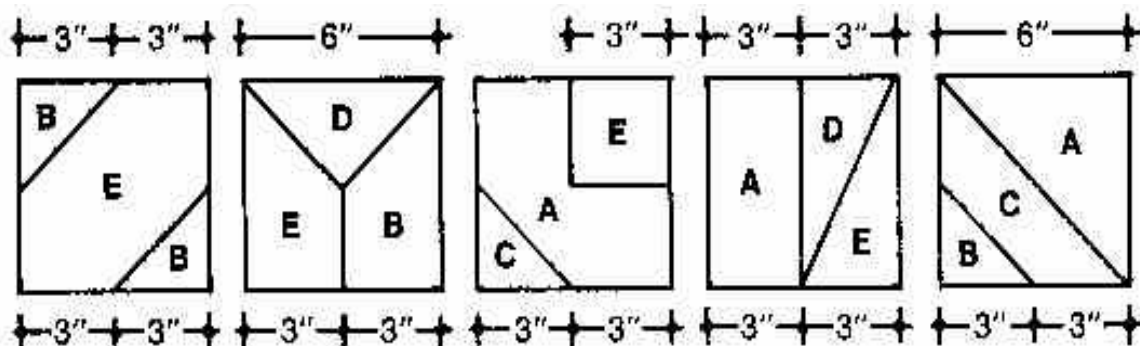
1. The purpose of this lesson is to see how students cooperate and handle frustration. Students will play the Cooperation Squares game.
2. To make the squares: each set has five squares. Each square measures six inches by six inches. Complete each pattern and label with letters as shown. Cut out all pieces so that you have fifteen pieces in a set. Put each set in an envelope. (Make each set a different color for ease of recovery and reuse.)

Career Development Standard	Awareness of the importance of personal responsibility and good work habits. Skills to interact with others.
Career Development Indicator	Demonstrate positive ways of performing working activities. Demonstrate effective skills for interacting with others. Demonstrate group membership skills.
Delivery Level	Introductory
Academic Standards	
Language Arts	3.1.b Describe various listening techniques which can be used in problem-solving and decision-making situations. 4.2.c apply the appropriate conventions/mechanics of language in personal communication.
Employability/SCANS Skills	Interpersonal Skills Basic Skills
Assessment/Rubric	Students will be evaluated on the Group Cooperation Checklist, as well as their participation in the activity.

Submitted by: NCDG Elementary Group

Group Cooperation Checklist

	YES	NO
1. Did I listen to each member of the group?	_____	_____
2. Did I share my materials with others?	_____	_____
3. Did I take turns talking and doing jobs?	_____	_____
4. Did I compromise (make deals) to help solve disagreements?	_____	_____
5. Did I do my part, my share of the work?	_____	_____
6. Did I appreciate, encourage, compliment members of my group?	_____	_____
7. Did I work to stay included and try to include everyone in the group?	_____	_____



Group students in fives. If the class size is uneven, have extra students be the observers. Give each group a set of squares.

Assign each student a letter (A-E). Student A gets all the "A" pieces, student B gets all the "B" pieces, etc.

Write **Cooperation** on the chalkboard. Ask: What does the word mean? List responses. (Everyone understands the problem, everyone thinks about other people, everyone needs to help, etc.)

Say, "You have been given a puzzle that can only be solved by cooperating. Everyone in your group has some pieces of the puzzle. Your group must **make five squares of equal size**. Your job will not be completed until every person in your group has a perfect square the **same size** as all the other squares."

Rules:

No member of the group may **speak**.

No **pointing, signalling or any other signs**.

No member may **take** or **ask** for a puzzle piece.

Any member may **give** a puzzle piece to anyone else.

While groups are working, observe group behavior.

Closure: Did anyone feel frustrated by the rules? Did anybody finish and forget about the rest of the group? Did anybody in your group break a rule? What happened? Was there a time when your group began to cooperate? Was anyone in your group willing to give away a piece? Did the game challenge anyone to think creatively?